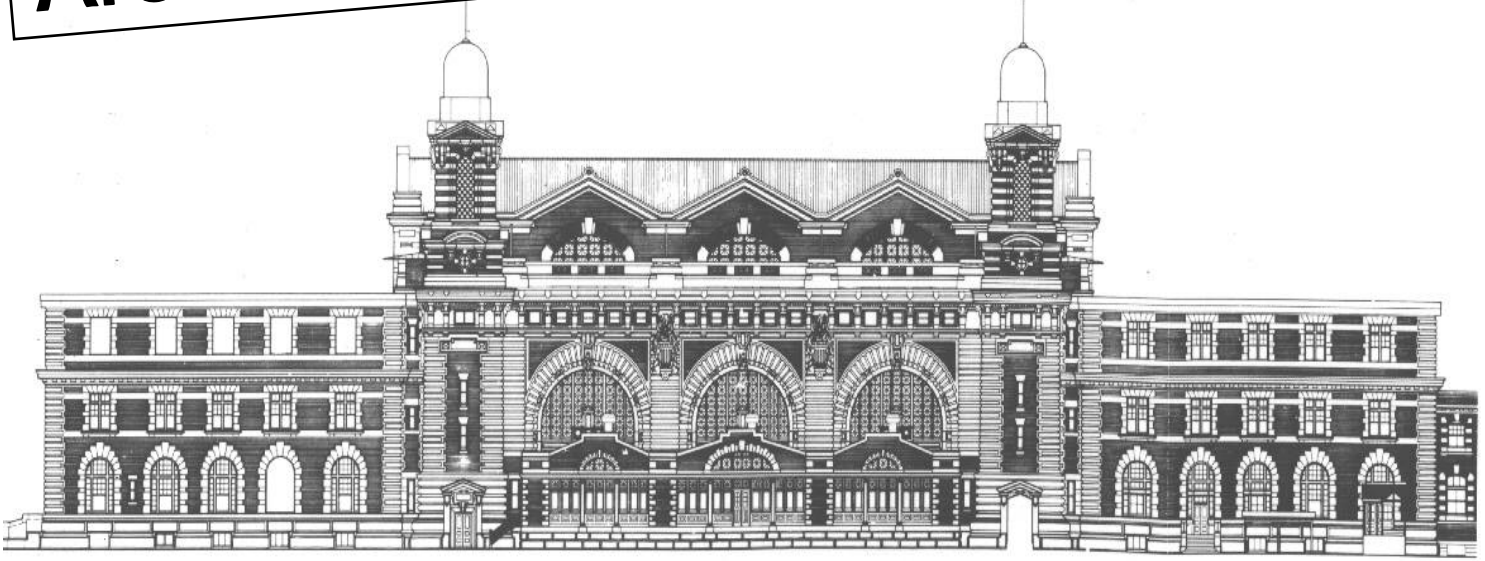


Are You Ready To Enter The Zone ?



Immigration Game Zone

at the

Ellis Island Learning Center

(Studio A)



Educator Program Guide

Curriculum Connections: *The "Immigration Game Zone" meets the standards set forth by New York State and the State of New Jersey. It has been developed for grades 4-8 and can be modified to meet additional educational age levels.*

New York Standards:

English/Language Arts:

Math/Science/Technology:

Social Studies

Standards 1 – 4.

Standards 1-3, 5, 6

Standards 1-5

New Jersey Standards:

Language Arts/Literacy:

Mathematics:

Social Studies:

Standards 3.1-3.5

Standards: 4.1, 4.4, 4.5

Standards: 6.1-6.6

Suggestions for a Successful Visit to Ellis Island

Rules and Regulations: the following regulations are in place and are enforced to protect park resources as well as the visitors here to enjoy them.

Chaperones: All children 17 years old and under **MUST** be chaperoned at all times. There **MUST** be at least one chaperone for every ten children at all times.

Group Management: Group leaders, chaperones, teachers and parents are responsible for all members of your group. Ellis Island is visited by thousands of people daily and can be crowded— so stay with your group as it moves through the park. To ensure that your day runs smoothly, please have all members of the group know what the rules are and what is expected.

Preserving the Resource: There is **NO** gum chewing allowed at the Statue of Liberty and Ellis Island. Eating and drinking are **NOT** permitted anywhere inside the Statue of Liberty. Eating and drinking are not permitted inside the Ellis Island museum except in the food service areas. Smoking is not permitted inside any Government building. Please use trash receptacles located throughout the park.

Breaks & Needs: Please take bathroom breaks upon your arrival. The itinerary of the program does not include additional breaks. Please notify our reservations coordinator (212) 363-3206, ext. 134. if your group has any special needs or considerations.

Program Materials: these materials have been developed to meet curriculum guidelines and enhance your students' learning experience. Our staff has incorporated these activities in the on-site portion of the program which will tie in with the activities that your students are doing in class. Please assist us in making this program an educational experience for your students.

Cancellations: We understand that visiting an island is not always conventional and may pose some transportation challenges. If you must cancel the program or if you're running late, please contact our reservations office at (212) 363-3206, ext. 180. Groups that cancel without notification may impact future bookings.

Security & Transportation: Due to heightened security in the park, please included ample time for security screening of your group, arrive early.

Arrival: When your boat reaches Ellis Island please present your reservation confirmation letter to our Information Desk staff.

Program Description

"Immigration Game Zone" offered at Ellis Island Learning Center is a 90-minute curriculum-based program which includes an interpretive tour and participation in an interactive question & answer session. Students will learn about America's immigration past during its busiest era in history, focusing on the years of 1892 through 1924. Students will explore the reasons behind this mass wave of migration from a global standpoint and the immigration processing at Ellis Island, the nation's first Federal immigration station. Students develop a real understanding of the trials and tribulations that many of our immigrant ancestors may have experienced as new immigrants. They will share the understanding and significance of the park's resources and the importance that Ellis Island has in our nation's immigration story, a story that continues today and into the future.

Part One: Students begin their exploration into the journey across the ocean and why immigrants made the journey. They will view narrated historic video footage and decide what to bring to the New World. **(15 minutes)**

Part Two: Students will tour the former immigration station and travel the path of the immigrant, taking many of the same "immigrant" footsteps of the 12 million immigrants whose lives were forever changed by this island. Many of the same conditions may be in place as they were when over 5000 people per day were examined in the "Great Hall". As students visit this cavernous space, they will examine the immigrant process and proceed through the medical and legal checkpoints.

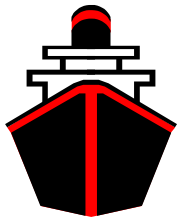
After viewing the Ellis Island models, students will visit the restored "dormitory room" for a first hand look at immigrant sleeping quarters. Here students will realize the confined and oppressive conditions that immigrants faced in the "steerage" sections of steamships. Students will be asked to describe what they think life was like for the 20% of immigrants that stayed at Ellis Island each night. Students will then proceed into the Board of Special Inquiry, where immigrants who did not pass inspection would have their case heard and decided. The class will decide the fate of a chosen immigrant. **Total (45 minutes)**

Part Three: Your class will play the "Immigration Game Zone" in Studio A, an inter-active question and answer quiz show, where students play in teams to achieve the most points and test their immigration skills. **(30 minutes)**

Post visit activity: students create their own immigration law for the new century, preserving things that they think worked and replacing things that did not.

Pre-Visit Activities

Ports of Entry

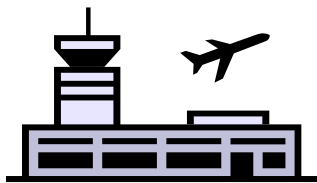


Although about 70% of arriving immigrants passed through Ellis Island and the Port of New York, the Federal Government operated dozens of small receiving stations around the country, most bordering the perimeter of the nation's coastline.

Partial Listing of historical Ports of Entry:

- Ellis Island, NY/NJ
- Boston, MA
- Philadelphia, PA
- Baltimore, MD
- St. Albans, VT
- New Orleans, LA
- Miami, FL
- Norfolk, VA
- Galveston, TX
- Providence, RI
- Buffalo, NY
- San Juan, Puerto Rico
- Seattle, WA
- San Diego, CA
- San Francisco, CA
- Portland, ME

Today, the Immigration and Naturalization Service controls hundreds of potential entry points from land, sea, and air, processing millions of citizens and aliens and about 3000 immigrants arriving each day. The Immigration Service (INS) continues to work in conjunction with the U.S. Customs Service and the U.S. Public Health Service to determine the admissibility of aliens coming to the United States.



AIR



SEA



LAND

Name some entry points in each of these categories

Year	Total Population	Foreign Born	% American Born	% Foreign Born
1850	23,191,876	2,244,602	90.3	9.7
1860	31,443,321	4,138,697	86.8	13.2
1870	38,558,371	5,567,229	85.6	14.4
1880	50,155,783	6,679,943	86.7	13.3
1890	62,622,250	9,249,547	85.2	14.8
1900	75,994,575	10,341,276	86.4	13.6
1910	91,972,266	13,515,886	85.3	14.7
1920	105,710,620	13,920,692	86.8	13.2
1930	122,775,046	14,204,149	88.4	11.6
1940	131,669,275	11,594,896	91.2	8.8
1950	150,216,110	10,347,395	93.1	6.9
1960	179,325,671	9,738,091	94.6	5.4
1970	203,210,158	9,619,302	95.3	4.7
1980	226,545,805	14,079,096	93.8	6.2
1990	248,709,873	19,767,316	92.1	7.9
2000	276,000,000	?	?	?
2010	?	?	?	?

U.S. Population in 1900

75,994,575

U.S. Population in 2000

276,000,000

*Students can check the current population clock by visiting the United States Census Bureau at:
www.census.gov

What is the current estimated U.S. population today?

What problems are associated with having an open-door policy on immigration?

Should we restrict immigration? If so, Why?



Glossary

Find the meanings to the following words

Alien

Almshouse

Anarchist

Ancestor

Asylum

Button Hook

Census

Commissioner

Consulate

Contract Labor

Customs

Deportation

Detention

Discrimination

Ellis Island

Emigrant

Excluded

Famine

Gateway

Genealogy

Heritage

Immigrant

Indentured

Inquiry

Inspector

Interpreter

Manifest

Naturalization

Oral History

Passport

Port of Entry

Public Charge

Quarantine

Quota

Refugee

Sponsor

Steamship

Steerage

Trachoma

Tuberculosis

1. Destination America !

Tens of millions of people have immigrated to the United States during the last 150 years. Through Ellis Island oral histories, students will be able to explain why people left their homelands for America and what conditions existed on both sides of the Atlantic to make that journey possible. Have students list and discuss such things as technology and social conditions to support their answers.

Class Preparation: Students should read oral histories (page 11), have them view a map of New York Harbor and discuss why America, particularly New York City, was the most desired location for immigrants.

2. Ports to Freedom

Once immigrants decided to emigrate to America, many were ill-prepared for the unknown experience of traveling “Steerage”. They still had to reach a port city where the great steamships would start their 2-week transatlantic crossing for the New World. To better understand these unknowns, students should participate in the following activities:

- a. Have students investigate what port they might have emigrated from based on their heritage.
- b. How long they might have traveled to get to the port. Methods of land transportation in 1900
The costs associated with this travel as well as the steerage expense. Who in their families would go? Why?
- c. Describe the different shifts in immigrant populations from Northern and Western Europe to Southern & Eastern nations. The challenges that different ethnic groups may have faced in their travels to the great port cities.

Class Preparation: With the use of a world map, have students point out the major ports of embarkation in Europe and other locations. Compare them to immigration patterns today: Asia, Latin America, Middle East etc. (Visit the world globe in the Railroad Ticket Office.)

3. Preparing for America

As the time to cross the ocean grew nearer, thinking about what to bring would be very important. If you were going to move to a new country with no prospect of going back to the old world, what would you bring if all you could carry had to fit into one old trunk.

Class Preparation: Students should prepare a list of things they would take with them if they were leaving their home. Create a time capsule for future classes in your school about your visit to Ellis Island. Be prepared to explain your choices during the Ellis Island Ranger program.



4. Reaching Ellis Island – “Gateway to America”.

After almost 2 weeks at sea, steamships entered New York Harbor and released all passengers at the New York passenger terminals. Those traveling in third class and steerage were transferred to ferries and barges headed for Ellis Island. Those traveling in first or second class were inspected on board ship and released into Manhattan.

Have students prepare a written description of a new experience they encountered – such as moving to a new destination, going to school or being treated in a hospital.

Recommendation:

These activities will prepare your class for an interactive tour of Ellis Island led by a U.S. Park Ranger. References to materials and topics included here will be made during the tour. In order to maximize students’ understanding of Ellis Island and the immigration process, it is imperative that your class do as much preparation as possible.

Have students complete the blank manifest tags. Tags can be worn during Ellis Island ranger program . A manifest tag template can be downloaded at: www.nps.gov/stli/tag/index.html

Class Activity *Students should prepare themselves for the experience of being processed through Ellis Island.*

- A) As your ferry approaches Ellis Island, what might immigrants be thinking about the building?, the island’s location?, the Statue of Liberty?, Manhattan?, their families, etc.*
- B) As your class enters the baggage room, have them record their thoughts and observations in their journals. Keep in mind that students may want to tell their story to future generations.*
- C) Medical/Legal Exam – What things were physicians of the U.S. Public Health Service looking for? Are they the same things immigrants are checked for today? ([check our web-page at www.nps.gov/stli/zonemed/index.html](http://www.nps.gov/stli/zonemed/index.html)) for medical markings used at Ellis Island. Have the class create their own list of diseases & conditions along with their symbols.*
- D) If you pass inspection, where would you go? How would you earn a living? Develop a class listing of the top 10 questions that Immigration Inspectors would ask immigrants today. View the historical manifest at : www.nps.gov/stli/zonemanifest/index.html*
- E) If you did not pass the initial inspection, what would you say in the Board of Special Inquiry? (Prepare for Special Inquiry case of Boris Krasnikov. Download the hearing to prepare for your trip to Ellis Island: www.nps.gov/stli/zonehearing/index.html*

Post-Visit Activities

1. “I Lift my Lamp beside the Golden Door”

The Statue of Liberty gave immigrants hope for freedom and opportunity of a better life here in America. It is purely coincidental that Ellis Island, the gateway for over 12 million people, would stand by Liberty’s side only a few hundred feet away.

Class Activity:

Discuss the sonnet “New Colossus” written by Emma Lazarus. This poem is on a bronze plaque and is located in the museum of the Statue of Liberty.

What does this poem represent?

What does the “golden door” refer to?

2. I do hereby take the oath. . .

The objective for most immigrants was to eventually become American citizens. Once a candidate acquires naturalization, he/she can fully enjoy the rights, benefits, and privileges guaranteed by the constitution. Before that can happen, an immigrant has to meet requirements of residency (usually 5 years), having a command of the English language, a knowledge of American history, and not have any serious violations of the law.

Class Activity:

1. Have students discuss the rights that they enjoy as citizens. Compare them to the first 10 amendments of the U.S. Constitution /Bill of Rights. (Visit the National Archives at: www.nara.gov)

2. What is the most important right that a citizen has?

3. Have students review the Citizenship Test (www.nps.gov/stli/citizentest/index.html) **and come up with ways of how they could help an immigrant child pass the current test.**

(Teachers: view the answer key at: www.nps.gov/stli/citizenkey/index.html)

The New Colossus

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset-gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glowes world-wide welcome, her mild eyes
command
The air-bridged harbor that twin-cities frame.

“Keep, ancient lands, your storied pomp! cries she,
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore;
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!”

Emma Lazarus
November 2, 1883

3. For Future Generations. . .

Even before the Ellis Island Immigration Museum opened to the public in 1990, an extensive effort was in place to record the stories of those who have originally passed through the immigration depot. Currently, the Ellis Island Oral History department contains approximately 2000 oral histories from immigrants and staff.

Class Activity:

Students will conduct an oral history of a family member who immigrated to America. (Seek prior permission from the person who will be interviewed before you start and have proper supervision). Find out important facts and first-person accounts of their experiences and any important information that you would want to leave in a time capsule which would be opened in the year 2101. If no available family member is an immigrant, interview a family friend.

4. “Headed for the Future” Class Activity:

Change has played a key role in immigration, from the founding of our nation to changes in technology, trends, and environments. America’s immigration story began with the first immigrants who walked across the Bering Strait to the Sailing Ships of Columbus and the great steamships which brought millions to Ellis Island. With the thousands of immigrants who arrive on modern aircraft each day, what will the next chapter tell?

Have your class discuss innovative ways in which immigrants may get to America in the year 2100. Be as creative as your imagination will allow. Will planets replace countries as destination places for immigrants? What would the implications be for America/Earth if that were true?

5. Immigration: Which side of the scale are you on?



Class Activity:

Our United States legislature introduces many bills that change the way immigration is handled. Many times, the public’s demand for change has fueled our lawmakers to enact legislation either for or against immigration. Using your knowledge of Ellis Island, would there be anything that you would have changed about the way Ellis Island processed immigrants?

- *What arguments would you make to keep or change the way immigration is handled today? Look for examples of current events, articles, oral histories, personal experiences, or photos to justify your argument. Should we continue to be a nation of immigrants? What do you think about the comments made by the U.S. Immigration Judge?*

Based on the students acquired knowledge of Ellis Island and immigration, have your students debate the reasons “for or against” American immigration and why. Have them set up a class debate panel to resolve this important topic. Should America have an “Open Door Policy” or should we restrict who should be allowed to enter our country?

Oral Histories - Ellis Island

Class Activities: *Read and comment on oral histories and the significance of their stories as it pertains to America and particularly New York and why they were the places of choice for immigrants.*

The following are excerpts of Oral Histories of Ellis Island immigrants. They bring their sentiments of hope and expectation for a better life despite all the hardships and obstacles that were sometimes placed before them.

Edward Myrbeck, Sweden:

“The school teacher said, why in the world anybody would want to go to America, he said. You know, we have all these resources in Sweden. We have iron. We have coal. We have forests. We have land. And he gave quite a dissertation on this. I went home to my father. And I told him. It’s the only time I heard him swear. And he said, you go back and tell that teacher if I can have one of those resources, I’ll stay in Sweden.”

Rocco Morelli, Italy:

“My mother said, look, I do not want to raise my children in this country any longer. I don’t want no wars. I don’t want no famine. I don’t want no poverty. I don’t want... I want to go to the United States. You work over there. The children will work over there. And at least, we’ll eat. You got two mothers, the United States and Italy. I do love them both.”

Inga Nastke, Germany:

“And the official said, follow me. You will be brought to Manhattan. So, we went down to the piers, boarded a little boat. And off we went. And I just couldn’t believe. I thought, oh, I’m really released. And I took a last look at the Statue of Liberty. And I was wondering, would I ever meet again? And then, I looked at Ellis Island. I thought, oh, how many tears I had to shed there.”

Bessie Akawie, Ukraine:

“By the time we came to New York, we had somehow, the experience of Ellis Island had aged us.”

Pearl Pohrille, Germany:

“For one thing, Ellis Island gave me a chance to stay here and live here and bring my children up here. And for that, I’m grateful to that little island.”

Victor Tarantini, Italy:

“When I saw the Statue of Liberty, it was something beautiful. I knew I was in America, you know. I knew I was going to see my stepmother. I had somebody to love.”

Resources

List of reading resources and web sites regarding immigration, population, and Ellis Island.

- 1) **Statue of Liberty National Monument & Ellis Island Oral History Department:** collection of 2000 oral histories. Call for information (212) 363-3206, ext. 157. **www.nps.gov/stli**
- 2) **National Archives and Records Administration:** collection of passenger manifests, census data, military records, etc. Address at 7th & Pennsylvania Ave NW, Wash. DC 20408. NY regional office at 201 Varick St. NY, NY 10014, Tel. (212) 337-1300. **www.nara.gov**
- 3) **U.S. Citizenship & Immigration Services (formerly INS)** – for statistical information on immigration from 1892 to the present. **<http://uscis.gov/graphics/aboutus/index.htm>**
- 4) **U.S. Census Bureau** – U.S. & World population clocks updated daily. **www.census.gov**
- 5) **Library of Congress** – contains thousands of photos pertaining to immigration, Ellis Island, the Statue of Liberty, steerage etc. **<http://memory.loc.gov/ammem/amtitle.html>**
- 6) **American Family Immigration History Center**– new center at Ellis Island containing the ship manifests of passenger records for Port of NY between 1892-1924. **www.ellislandrecords.org**
- 7) **Ellis Island: Gateway to the American Dream**, by Pamela Reeves.
- 8) **Sam Ellis' Island:** by Beatrice Siegal.
- 9) **Ellis Island: A Pictorial History**, by Barbara Benton.
- 10) **Morton Allen Directory of European Steamship Arrivals**
- 11) **The Story of Ellis Island** by Willard A. Heaps.

Ellis Island is a unit of the National Park Service and was included as part of the Statue of Liberty National Monument in 1965. After an extensive \$156 million dollar restoration during the 1980's, Ellis Island's Main Building opened to the public in September of 1990 as a national immigration museum. Today with annual visitation of over 5 million visitors, the interpretation and education department offers this curriculum-based educational program to students as well as a wide variety of public interpretive programs, enhancing the visitor experience. We hope your experience with us will be an educational and lasting one.

Comments/Questions
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